

Moonridge Academy 9450 West 2400 South P.O. Box 1067 Cedar City, Utah 84720

November 7, 2007





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Moonridge Academy 9450 West 2400 South Cedar City, Utah 84720

November 7, 2007

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 7, 2007, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Moonridge Academy is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Stefanie Trimmer is also commended.

The staff and administration are congratulated for their desire for excellence at Moonridge Academy, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Moonridge Academy.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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7/25/2007

MOONRIDGE ACADEMY

OWNERSHIP

Owners of Record	Kent Tasso and Stephanie Tasso		
BOARD (OF DIRECTORS		
Stephanie Tasso			
ADMINISTR	ATION AND STAFF		
School A	<u>Administration</u>		
•	Principal Assistant Principal		
<u>C</u>	ounseling		
Steven Barrick	Counselor		
<u>Su</u> j	pport Staff		
Christian Stoker	Jason Harrison		
<u>Faculty</u>			
Brenda Bragg Jessica Foley David Fryer	Jennifer Ganowsky Randy Hunter		

MEMBERS OF THE VISITING TEAM

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Organization: Silverado Boys Ranch

INTRODUCTION

Purpose

Moonridge Academy is seeking continued accreditation by the Northwest Association of Accredited Schools (NAAS) and the Utah State Office of Education. NAAS is one of the premier American education accrediting agencies, accrediting over 1,800 public and private schools throughout the Northwest region of the United States and many other places in the world. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators and consultants, as needed.

This document is the report of the evaluation team. The purposes of the on-site evaluation visit are to (1) validate the completion and accuracy of the school's self-study, (2) verify that the school meets the NAAS standards, (3) facilitate development and implementation of an effective school improvement plan, and (4) provide commendations and recommendations to enhance the school's quality.

Evaluation

A Visiting Team was assembled by the Utah State Office of Education, which has had extensive expertise in accreditation, school improvement, international education and American education. The team members had graduate degrees in education and over 90 years of cumulative experience as educators and administrators.

The one-day evaluation was based on NAAS standards and quality indicators. Evaluation activities and methods used included review of the self-study materials, observations, and facilities. There were individual interviews of teachers, students and administrators. School records and documents were reviewed.

This report has been prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus; thus, ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to the administrator. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, an advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully meeting each indicator.

This report includes ratings and findings, as well as commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceeded expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement; therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

MOONRIDGE ACADEMY

MISSION STATEMENT

The academic mission of Moonridge Academy focuses on helping girls understand how to be individuals that are responsible for the decision that they make, that act ethically, respect themselves and others as parts that make a whole, that are aware of issues that affect our world, and that are responsible citizens that think about their local and national responsibilities.

BELIEF STATEMENTS

- All students are capable of learning through student centered education where the needs and abilities of students are the focus of the classroom.
- Students can learn to lead successful and productive lives.
- Students can grasp an appreciation for education and the understanding of how it will impact their lives.
- Students can move to leadership through self awareness and the awareness of other's situations.
- Students can learn to make healthy appropriate life choices through education and positive experience.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Students will be accountable for their own actions and be able to demonstrate honesty, fairness and integrity.
- 2. Students will be able to demonstrate respect toward self and others while appreciating the diversity and interdependence of all people.
- 3. Students will learn through active participation to look beyond themselves to create an awareness of the world around them.

Date of Review Visit: November 7, 2007

VISITING TEAM REPORT

MOONRIDGE ACADEMY

CHAPTER 1: SCHOOL PROFILE

Moonridge Academy is located approximately 12 miles west of Cedar City, Utah in a 7,200-square foot home surrounded by twenty acres. Moonridge Academy is a 16-bed facility that provides clinically intensive residential treatment to young girls, ages 11 to 14. Moonridge Academy also admits, on a case-by-case basis, girls who are 15 to 16 who are emotionally less mature.

Moonridge Academy is one of four residential schools under the ownership of CERTS (Certified Educational Recreational Therapeutic Schools). The academy is therapeutically intensive, with an emphasis on reaching younger girls or girls who are less verbal. These students at Moonridge Academy have many of the same issues that are common with older girls, but may just have a shorter history of those behaviors, such as depression, learning disabilities, parent/child conflict, anger and defiance, etc.

a) What significant findings were revealed by the school's analysis of its profile?

The school's profile:

- Recognizes a strong therapeutic milieu approach as a defining feature of the school.
- Identifies the need for collaboration between all program departments.
- Ascertains the necessity for academic involvement to a transient student population.
- Graphs a student's referral symptoms, average length of stay, and graduation statistics.
- Cites student grade/age level and earned scores in core subject demographics.
- Lists student residence state, family status, and ethnicity.
- Identifies high mobility rate (entering/exiting) as a challenge.
- b) What modifications to the school profile should the school consider for the future?

Future versions of the school profile could include:

- Three years of data detailing students served regarding age, residence state, ethnicity, average length of stay and grades.
- Student Achievement data delineating: academic standardized test scores, proficiency examinations, transcript grade abstract and summation patterns to student learning and scholastic gains.

- Statistical results from the school climate survey, including strengths and limitations for students, parents, teachers, and related academic staff.
- Special education student information and data dealing with severe emotional disturbance, learning disabilities, and maintenance of IEPs.
- c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

Strengths of the self-study:

- 1. It identifies the need for an accelerated library and media growth (although the new academic wing blueprint establishes the library only to be a regular classroom).
- 2. It acknowledges the need to increase the library budget.
- 3. It concedes the need to develop a substantial reading program.
- 4. It advances the requisite for regular teacher training and classroom instructional strategies.

Limitations of the self-study:

- 1. It fails to allot adequate curriculum, instructional, technology, and teacher professional development appropriations.
- 2. It neglects to negotiate any academic limitations in its desired results for student learning (DRSLs).

Suggested Areas for Further Inquiry:

- Develop ways in which teachers can have meaningful input into plans for the new education wing.
- Equipping all classrooms with modern technology, and developing ways in which technology can improve instruction and learning.
- Developing an academic assessment system for monitoring student progress and achievement.
- Finding ways in which teachers can have more professional development opportunities.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

The following represents the Visiting Team's renderings on the Core Standards for Accreditation and whether, in their collective judgment, each respective indicator is being substantially met.

1. MISSION, BELIEFS, AND DESIRED RESULTS FOR STUDENT LEARNING

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The desired results for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school must focus on enabling all students to achieve the school's desired results for student learning.

1.1	The school's mission statement a developed by the school and are any other school-wide governing	approved and supported b	O \
	Substantially Met	Partially Met	☐ Not Presently Met
1.2	The school's mission statement a	and beliefs represents the	school's fundamental values and
	beliefs about student learning. Substantially Met	☐ Partially Met	☐ Not Presently Met
1.3	The school defines school-wide a measurable, reflect the school's r the Utah's <i>Life Skills: A Guide to</i> Core Curricula's intended learning	mission and beliefs, and a Knowledge, Skills, and L	re consistent with and reinforce
	Substantially Met	Partially Met	☐ Not Presently Met
1.4	For each academic expectation of achievement identified in an indi		has a targeted level of successful
	☐ Substantially Met	⊠ Partially Met	☐ Not Presently Met
1.5	The school uses indicators to asso where applicable, and social expe		in achieving school-wide civic,
	Substantially Met	Partially Met	☐ Not Presently Met
1.6	The school's mission statement, decisions of the school and are e	vident in the culture of the	e school.
	Substantially Met	☑ Partially Met	☐ Not Presently Met
1.7	The school regularly reviews its a data to ensure that they reflect studistrict/governing body mission,	udent needs, community	expectations, the

Comments of the Visiting Team—Mission, Beliefs and DRSLs

The Visiting Team found the DRSLs to be lacking in a strong educational delivery base, and it seems that the DRSLs are more therapeutic than educational. The beliefs and DRSLs need to be more aligned.

2. CURRICULUM

Guiding Principle: The curriculum, including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and desired results for student learning. The curriculum links the school's beliefs, its desired results for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2.1	Each curriculum area identifies	those school-wide academ	ic expectations for which it is
	responsible. ☑ Substantially Met	Partially Met	☐ Not Presently Met
2.2	The curriculum is aligned with a students have sufficient opportunity Substantially Met		expectations and ensures that all se expectations. Not Presently Met
2.3	The written curriculum: a. Prescribes content that aligned substantially Met b. Integrates relevant school-very guide to Knowledge, Skille Substantially Met c. Identifies course-specific in Substantially Met d. Suggests instructional strate Substantially Met e. Suggests assessment techniques student learning. □ Substantially Met		☐ Not Presently Met reflecting the Utah Life Skills: A Success. ☐ Not Presently Met ☐ Not Presently Met ☐ Not Presently Met
2.4	The curriculum engages all stud as well as providing opportunities f Substantially Met		olving, and higher-order thinking, of knowledge and skills. Not Presently Met
2.5	The curriculum is appropriately breadth of coverage.	integrated and emphasize	es depth of understanding over Not Presently Met
2.6	The school provides opportunic course offerings and the school o		end learning beyond the normal Not Presently Met
2.7	There is effective curricular cocacademic areas within the school Substantially Met		· ·
2.8	A record that documents the resu Substantially Met	ults of all students' perform Partially Met	ance is maintained. Not Presently Met

2.9	The school has a written policy state ⊠ Substantially Met	ment concerning the selecting Partially Met	on of educational materials. Not Presently Met
2.10	The instructional materials are se individual courses as well as the ⊠ Substantially Met	11	•
2.11	The materials provided to the stu Substantially Met	idents are adequate to me	et the course objectives. Not Presently Met
2.12	The reading level of the materials the students. ⊠ Substantially Met	s is appropriate to the rea	ding level competence of Not Presently Met
2.13	The materials are up to date. ⊠ Substantially Met	Partially Met	☐ Not Presently Met
2.14	Adequate provisions are made fo materials, lessons, and examinati Substantially Met		
2.15	Lessons and examinations are grastudents and their parents/guardia Substantially Met		sults communicated to the
2.16	Student (or parent/guardian) inquivilence Substantially Met	uiries are answered prom Partially Met	ptly and satisfactorily. Not Presently Met
2.17	The procedures for granting cred graduation are consistent with the ⊠ Substantially Met	_	- -
2.18	The procedures for granting cred students.	it are in writing and are a	vailable to enrolled
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
2.19	Instructional materials, technology, the resources of the library/media complementation of the curriculum.		_
	Substantially Met	⊠ Partially Met	☐ Not Presently Met
2.20	The professional staff is actively inversion of the curriculum based on school's academic expectations and Substantially Met	assessments of student perf	formance in achieving the
2.21	The school commits sufficient time evaluation, and revision of the curriculu	im.	_
	☐ Substantially Met	⊠ Partially Met	■ Not Presently Met

2.22	2 Professional development activities support the development and implementation of th curriculum.		
	Substantially Met	☐ Partially Met	☐ Not Presently Met
2.23	The program of studies meets the organization, as applicable.	e requirements of the state	e, ministry, or parent
	Substantially Met	☐ Partially Met	☐ Not Presently Met
2.24	The curriculum is adapted to me ⊠ Substantially Met	eet the individual student Partially Met	learning needs. Not Presently Met
2.25	The students are aware of the cur involved.	riculum being taught and	l are appropriately
	Substantially Met	Partially Met	☐ Not Presently Met
Utah	a-Specific Indicators—Curricul	ım Standard	
2.26	The curriculum meets the Utah g align to, meet or exceed Utah Sta R277-705.		
	Substantially Met	☐ Partially Met	☐ Not Presently Met
2.27	Rules and policy that require par Substantially Met	ent or guardian notification Partially Met	on are followed. Not Presently Met
2.28	The curriculum includes patrioti ☐ Substantially Met ☐ Not Applicable	c education as outlined in Partially Met	n Board Rule R277-475-3* ☐ Not Presently Met
		* Does not necessar	rily apply to non-public schools.

Comments of the Visiting Team—Curriculum Standard

The Visiting Team recommends that in the future, school staff members provide more evidence for the examiners to review actual instructional strategies and show proof the written curriculum prescribes content that aligns with the Utah State Core Curriculum.

3. INSTRUCTION

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of desired results for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and desired results for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3.1		uctional strategies and practice	s are consistent with the sch	ool's stated mission, beliefs
	and 1	DRSLs.		
		Substantially Met	🔀 Partially Met	☐ Not Presently Met
3.2	Teac	chers use a variety of instruction	•	
	a.	Personalize instruction by p	roviding concrete exampl	es.
		Substantially Met	Partially Met	☐ Not Presently Met
	b.	Make connections across di	sciplines by linking exam	ples to other subjects.
		⊠ Substantially Met	Partially Met	☐ Not Presently Met
	c.	Engage students as learners	by using a variety of strat	tegies.
		Substantially Met	□ Partially Met	☐ Not Presently Met
	d.	Engage students as self-dire	ected learners by providing	g opportunities for
		problem solving.		
		☐ Substantially Met	□ Partially Met	☐ Not Presently Met
	e.	Involve students in higher-o	order thinking.	_
		⊠ Substantially Met	Partially Met	☐ Not Presently Met
	f.	Provide opportunities for st	<u> </u>	
		☐ Substantially Met	⊠ Partially Met	☐ Not Presently Met
	g.	Promote student self-assess		f what has been taught.
	6	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
	h.	Recognize diversity, multic		
		prevalent unique characteris	*	· · · · · · · · · · · · · · · · · · ·
		Substantially Met	Partially Met	Not Presently Met
3.3	Tea	chers use feedback from a varie	ety of sources, including oth	er teachers, students,
0.0		ervisors, and parents as a mean	•	••••••••••••••••••••••••••••••••••••••
	Бир	Substantially Met	Partially Met	☐ Not Presently Met
3.4	Tea	chers are proficient in their cor	ntent area, knowledgeable ab	out current research on
		ective instructional approaches,	_	
		orting licensing and endorsements.		in practices. (See 0.5 joi
	repe		artially Met	☐ Not Presently Met
			ur 1	
3.5	An	alysis of instructional strategies	is a significant part of the p	rofessional culture of
		school.	is a significant point of the p	
	uic	Substantially Met	□ Partially Met	☐ Not Presently Met
		Substantially Wet	I di tidily ivice	
3.6	Tec	chnology is integrated into and	supportive of teaching and le	earning
5.0	100	Substantially Met	Partially Met	Not Presently Met
		Substantially Wet	I di tidily ivice	
3.7	Lih	rary information services are av	vailable to students and facul	ty and utilized to improve
5.7		ching and learning.	undote to students and racti	ty and damzed to improve
	icac	Substantially Met	☐ Partially Met	Not Presently Met
		Substantiany Met	I altially Met	Not I resently Met
3.8	The	e school's professional developm	nent program is guided by id	dentified instructional needs
5.0		provides opportunities for teac		
		1 11	ners to develop and improve	den monucuonai
	sua	tegies.	Dantielly Met	Not Progently Met
		Substantially Met	□ Partially Met	☐ Not Presently Met

3.9	Teacher supervision and evaluation processes are used to improve instruction in order to		
	meet the needs of all students. ⊠ Substantially Met	Partially Met	☐ Not Presently Met
Utal	n-Specific Indicator—Instruc	tion Standard	
3.10	Instructional time is allocated ar ☐ Substantially Met	nd protected to support studies Partially Met	dent learning. Not Presently Met
3.11	The teaching and learning prograpractices.	am focuses on and utilizes	educationally accepted best
	☐ Substantially Met	□ Partially Met	☐ Not Presently Met
Com	nments of the Visiting Team—In	struction Standard	
ways teach	Visiting Team strongly believes the last. Thus, the quality of instructional determines are of high quality. This affects the sment of student progress.	elivery opportunities is sever	ely limited, even though the
	Visiting Team commends Moonridgation wing a top priority.	ge Academy's owners and le	eadership for making the new
4. A	ASSESSMENT		
purpe adjus Furth expe	ding Principle: Assessment is an ose is to inform students regarding at the curriculum and instruction to ther, it communicates to the parents octations for student learning as we are be continually analyzed to impro-	g their learning progress at o respond effectively to the s the progress of students i ell as course-specific learning	nd teachers regarding ways to e learning needs of students. In achieving the school's ling goals. Assessment results
4.1	The school has a process to asse achieving the academic expectation Substantially Met		lividual student progress in ☐ Not Presently Met
4.2	The school's professional staff uschool success in achieving its c Substantially Met	•	-
4.3	Teachers clarify for students the specific learning goals that will look Substantially Met		emic expectations and course-

4.4	Teachers base classroom assessmen	_	nool-wide and course-
	specific indicators for intended learn Substantially Met	ning outcomes. Partially Met	☐ Not Presently Met
4.5	Teachers use varied assessment stra	ntegies to determine student	knowledge, skills, and
	competencies and to assess student a Substantially Met	growth over time. Partially Met	☐ Not Presently Met
4.6	Teachers meet collaboratively to disassessments for the purposes of revistrategies.		
	Substantially Met	☐ Partially Met	☐ Not Presently Met
4.7	The school's professional developm collaborate in developing a broad ra		
10	The coloralle must essional staff com-		
4.8	The school's professional staff communications school-wide academic expectations		1 0
	Substantially Met	☐ Partially Met	☐ Not Presently Met
4.9	Results and analysis of academic instruction.	assessment are used to d	rive curriculum and
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
4.10	A record that documents the resu Substantially Met	lts of all student performation Partially Met	ance is maintained. Not Presently Met
Utah	-Specific Indicators—Assessme	nt Standard	
4.11	Teachers receive and use the results of and improve instruction. (For a public results.)*		
	Substantially Met Not Applicable	Partially Met	☐ Not Presently Met
4.12	Proficiency criteria are explicitly R277-700-3.	described in course descri	riptions as per Board Rule
	Substantially Met	☐ Partially Met	Not Presently Met
4.13	The school assesses English acquebicatives *	nisition using annual mea	surable achievement
	objectives.* ☐ Substantially Met ☐ Not Applicable	Partially Met	☐ Not Presently Met
		* Do not necessar	rily apply to non-public schools

Comments of the Visiting Team—Assessment Standard

Due to somewhat limited resources, educators are lacking for sufficient professional development opportunities in the area of assessment. Assessment results need to be continually analyzed to improve the curriculum and instruction. The question is: What and how are students learning?

CHAPTER 3: NAAS SCHOOL SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that support student learning and well-being.

5.1	The academic administrator has su the school in achieving the mission		sion-making authority to lead
	Substantially Met	Partially Met	☐ Not Presently Met
5.2	The academic administrator provious maintaining a shared vision, direction Substantially Met	*	• •
5.3	The student-to-academic administrator, or prorated fraction to		50 students to each qualified
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
5.4	Staff members, as well as administ provide leadership essential to the i		nic administrator,
	Substantially Met	Partially Met	☐ Not Presently Met
5.5	Excessive staff turnover does no staff turnover and addresses any		
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
5.6	The organization of the school and achievement of the school's missio	1 0 1	romote the
	Substantially Met	Partially Met	☐ Not Presently Met
5.7	Student grouping patterns reflect the heterogeneity, reflect current researche school's mission, beliefs, and D	rch and best practices, and s	•
	Substantially Met	Partially Met	☐ Not Presently Met
5.8	The schedule is driven by the scho		, 11
	effective implementation of the cur		
	Substantially Met	☐ Partially Met	Not Presently Met

3.9	members of the school staff to promote an atmosphere of participation, responsibility, and		
	ownership. ⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
5.10	There is a formal system through w knows the student well and assists the student learning.		
	Substantially Met	☐ Partially Met	☐ Not Presently Met
5.11	The professional staff members collevels in support of learning for all		departments or grade
	Substantially Met	Partially Met	☐ Not Presently Met
5.12	All school staff members are involved students.	ved in promoting the well-b	eing and learning of
	Substantially Met	☐ Partially Met	☐ Not Presently Met
5.13	Student success is regularly acknow Substantially Met	vledged, celebrated, and disp Partially Met	olayed. Not Presently Met
5.14	The climate of the school is safe, popride and ownership.	ositive, respectful, and supp	ortive, resulting in a sense of
	Substantially Met	☐ Partially Met	☐ Not Presently Met
5.15	The school has a written code of ⊠ Substantially Met	student conduct. Partially Met	☐ Not Presently Met
5.16	Teacher supervision and evaluati	on processes are used to	improve instruction. Not Presently Met
5.17	The academic administrator is signal and action of instructional part	-	e selection, assignment,
	and retention of instructional per ⊠ Substantially Met	Partially Met	☐ Not Presently Met
5.18	The school employs an adequate	-	
	support student enrollment and to Substantially Met	Partially Met	Not Presently Met
5.19	The school meets all applicable sorganization, academic administration granted official exemption.		
	Substantially Met	Partially Met	☐ Not Presently Met
Utah	-Specific Indicators—Leadersh	ip and Organization Sta	nndard
5.20	The school has a written policy p provided to ensure compliance in Substantially Met		

5.21	5.21 The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277- 705-3.			
	Substantially Met	☐ Partially Met	☐ Not Presently Met	
5.22	Teachers have reviewed and are <i>Knowledge</i> , <i>Skills</i> , <i>and Dispositi</i> the Life Skills into the curricula	ons for Success documenthey are teaching.	t, and have implemented	
	Substantially Met	☐ Partially Met	☐ Not Presently Met	
Com	ments of the Visiting Team—Lead	ership and Organization S	tandard	
on the	The Visiting Team believes there needs to be a stronger emphasis placed on the education component of the total Moonridge Academy program. It seems that much more emphasis is placed on the therapeutic program, and the Visiting Team believes there needs to be more of a balance. The Visiting Team believes that when the students are successful in school, they will believe therapy was important component to that success; thus, a win/win situation will occur.			
The H	Education Director should have suffici	ient autonomy and decision-	making authority.	
6.	SCHOOL SERVICES			
Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.				
Stude	ent Support Services			
6.1	The school's student support service DRSLs.	es are consistent with the sc	hool's mission, beliefs, and	
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met	
6.2	The school allocates resources, preasonable opportunity to achiev Substantially Met			
6.3	6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.			
	Substantially Met	☐ Partially Met	☐ Not Presently Met	

6.4	All student support services are regularly evaluated and revised as needed to support			
	improved student learning. Substantially Met	☐ Partially Met	☐ Not Presently Met	
6.5	All professional personnel are in requirements and are appropriate Board Rule R277-501.	*	_	
	Substantially Met	⊠ Partially Met	☐ Not Presently Met	
6.6	The total number of students inst ☐ Substantially Met	ructed by any one teacher Partially Met	does not exceed 160. Not Presently Met	
6.7	There is a system for effective an parents/guardians, and school per types of available student suppor Substantially Met	rsonnel, designed to keep	them informed about the	
6.8	Student records, including health confidential and secure manner c Substantially Met			
6.9	All teachers are given appropriate	e orientation training. Partially Met	☐ Not Presently Met	
6.10	Teachers are carefully supervised	l by the academic adminis	strative staff. Not Presently Met	
6.11	The non-professional clerical and selected and have appropriate tra ⊠ Substantially Met		•	
6.12	Policies for the selection and assireference to race, ethnic origin, a	nd sex.	·	
	⊠ Substantially Met	Partially Met	☐ Not Presently Met	
Utah	-Specific Indicators—Student Sup	port Services		
6.13	All school employees have been follow required procedures in cases sexual abuse in accordance with	ses of suspected child neg Board Rule R277-401-3.	elect and physical or	
	⊠ Substantially Met	Partially Met	☐ Not Presently Met	
6.14	The school communicates to parents the preferred language of the parents education (e.g., English as a second	s and facilitates direct involved language programs, English	vement in their children's	
	homework programs, and home ass Substantially Met	Partially Met	☐ Not Presently Met	

Guidance Services

6.15	The school provides a full range of comprehensive guidance services, including:					
		ividual and group meetings Substantially Met	with guidance personnel. Partially Met	☐ Not Presently Met		
		sonal, career, and college co		Not Fresently Met		
		Substantially Met	Partially Met	☐ Not Presently Met		
		dent course selection assista		_ ,		
		Substantially Met	☐ Partially Met	☐ Not Presently Met		
	-	propriate support in the deliv	very of special education se	rvices for students, as		
	app	olicable.				
		Substantially Met	⊠ Partially Met	☐ Not Presently Met		
6.16	not exc	tio of students to those who seed 400 students to each of Substantially Met	-	_		
6.17	equipn student telepho	idance service facilities are nent, and material. (Counse ts, equipped with offices for ones, computer connections	eling spaces should be easier each professional schools, etc.)	sily accessible to all ol counselor, installed		
		Substantially Met	☐ Partially Met	☐ Not Presently Met		
Utah	-Specif	ic Indicators—Guidance	Services			
6.18		The Comprehensive Guidance Program (Board Rule R277-462) reflects the				
		's mission, beliefs and DRS ☐ Substantially Met ☐ Not Applicable	SLs.* Partially Met	☐ Not Presently Met		
6.19	School counselors can provide evidence that the Comprehensive Guidance Program is					
	contrib	uting to student achievement Substantially Met Not Applicable	<u> -</u>	☐ Not Presently Met		
			* Do not necessarily	apply to non-public schools		
Heal	th Servi	ices				
6.21		hool has a current health so he students.	ervice plan providing reso	ources to meet the needs		
		Substantially Met	☐ Partially Met	☐ Not Presently Met		
6.22		hool has a crisis response prd Rule R277-400.	plan that is tested and upd	lated annually as outlined		
		Substantially Met	☐ Partially Met	☐ Not Presently Met		

Library Information Services

6.23	a. b.	 The library media program is directed by a certified library media specialist. a. Library staff members in schools of fewer than 250 students need not be certified, but are under the direction of a qualified library media specialist. b. Schools with an enrollment between 250 and 500 students have a full-time qualified library media specialist. 			
		and have additio	nal library mader the direct	students have a full-time edia personnel. tion of a qualified library Partially Met	•
6.24	lib	rary/information s	services, facil nce before, du	ff have regular and frequentities, and programs as an aring, and after the school Partially Met	integral part of their
6.25	stu	_	to use variou	program fosters independ s school and community Partially Met	
6.26		e school has a wr	itten policy co	oncerning the selection are of technologies and the	nd removal of
Utah	-Sp	ecific Indicator-	—Library In	formation Services	
6.27	size	•	tudent) to mee	on resources are relevant, up t the program of curricular a Partially Met	
Spec	ial l	Education Service	es	_ ,	_ ,
6.28		-	s in accordanc	on services related to the ide with local, state, and fede	
Fam	ily a	and Community	Services		
6.29		e school engages propriate to the sc Substantially	hool's progra	amilies as partners in eac am. Partially Met	h student's education as
6.30		_	learning appr	siness/community/higher copriate to the school's pr	

Comments of the Visiting Team—Student Support Services

The Visiting Team observed something of a lack of financial support for the overall academic budget, but plans for a new academic wing are encouraging; thus, goals for student learning and well-being are promising.

It is imperative that all teaching personnel be in compliance with the Utah Educator Licensing requirements and become appropriately endorsed for all assignments.

A strong effort needs to be made to offer students a quality library media program so that the library becomes an integral part of their educational experience before, during, and after the school day.

7. FACILITIES AND FINANCES

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program, and serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of ALL persons, and should also incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and realize its expectations for student learning.

7.1	The school site and plant support and enhance all aspects of the educational program and the support services for student learning.		
	Substantially Met	Partially Met	⋈ Not Presently Met
7.2	The physical plant and facilities compliance with local fire, healt		and state laws and are in
	Substantially Met	Partially Met	☐ Not Presently Met
7.3	Equipment is adequate, properly appropriate.	maintained, catalogued, an	d replaced when
	Substantially Met	□ Partially Met	☐ Not Presently Met
7.4	A planned and adequately funde appropriate maintenance, repair,	1 0	•
	☐ Substantially Met	☐ Partially Met	Not Presently Met
7.5	There is ongoing planning to add		
	facility, and technology needs as Substantially Met	well as capital improvement Partially Met	nts. Not Presently Met

7.6	Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.		
	Substantially Met	ementation, where applicabl Partially Met	e. Not Presently Met
7.7	The school has sustainable finance meet the stated purposes of the sestudent.	*	
	Substantially Met	☐ Partially Met	☐ Not Presently Met
7.8	Proper budgetary procedures and followed for all school funds.	d generally accepted accounting principles are	
	Substantially Met	☐ Partially Met	☐ Not Presently Met
7.9	The school's accounts are independent Substantially Met	endently audited annually	. Not Presently Met
7.10	The total cost for a course of inst instructional services, is made kn and/or registration, where applica	nown to parents at the tim	•
	Substantially Met	Partially Met	☐ Not Presently Met
7.11	Terms of tuition and/or fees payr applicable.	·	•
	⊠ Substantially Met	Partially Met	☐ Not Presently Met
7.12	Any advertising and promotional	l literature is completely t Partially Met	ruthful and ethical. Not Presently Met
7.13	Any advertising and promotional program of instruction.	l literature clearly states the	he purpose of the school's
	Substantially Met	☐ Partially Met	☐ Not Presently Met
7.14	None of the school's advertising toward other schools or education		re is offensive or negative
	Substantially Met	Partially Met	☐ Not Presently Met
7.15	Tuition collection procedures are practices and protect the financia	1 0	
7.16	The administration has the autho applicable. Substantially Met	rity to administer its discr Partially Met	retionary budget, where Not Presently Met
	☐ Not Applicable		

Comments of the Visiting Team—Facilities and Finance

The Visiting Team observed an inadequate education physical plant, but there are plans to build an education wing at Moonridge Academy. (It was observed that one classroom was, in reality, a bedroom!)

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

8.1	pla	e school has developed and imp in using <i>Collaborating for Stude</i> provement process that is review Substantially Met	nt Achievement, the Utah	accreditation school
8.2		ults of school improvement are i	identified, documented, u	sed, and communicated
		⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
8.3		school improvement effort is existe accreditation visiting team.	sternally validated on a p	eriodic basis by an
		⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
8.4	req	school improvement plan is conquirements such as those of the so be ministry or federal account Substantially Met	tate in which the school i	<u> </u>
8.5	The	school improvement process pr	ovides an orderly process	s for:
	a.	Selecting the most appropriate	areas upon which to focu Partially Met	is improvement efforts. Not Presently Met
	b.	Developing strategies that are of Substantially Met		ent performance. Not Presently Met
	c.	Implementing those strategies. ☐ Substantially Met	☐ Partially Met	☐ Not Presently Met
	d.	Monitoring the process. Substantially Met	☐ Partially Met	☐ Not Presently Met
	e.	Evaluating the process to ensur		
	٠.	Substantially Met	Partially Met	Not Presently Met

8.6	The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-			
	study. Substantially Met	☐ Partially Met	☐ Not Presently Met	
8.7	Goal statements for the school in implementation plan and clearly		1 1 0	
	☐ Substantially Met	□ Partially Met	☐ Not Presently Met	
8.8	A reasonable, specific timeline for improvement process is identification.	<u>*</u>	f each area within the school	
	Substantially Met	Partially Met	☐ Not Presently Met	
8.9	The school improvement process committee.	s involves a site-based c	ouncil or advisory	
	Substantially Met	Partially Met	☐ Not Presently Met	
Uta	h-Specific Indicator—Culture (of Continuous Improve	ement Standard	
8.10	The school incorporates the rec Report of the Visiting Team) in Substantially Met		ent plan.	

Comments of the Visiting Team—Culture of Continuous Improvement Standard

Moonridge Academy is currently undergoing major physical changes to its educational facility; thus, a plan for school improvement and goals gleaned from the evaluation process are in a state of flux. School improvement goals are commendable.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the onsite visit, the Visiting Team determined that there were commendations to be made regarding the school and program, and as well some recommendations for the school staff and administration to consider during the next years of accreditation. These follow and represent both general impressions and recommendations that are specifically related to the Core Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected, as part of its annual report, to account for its progress toward achieving those recommendations as prioritized in the school's improvement plan.

Commendations:

- The Visiting Team commends Moonridge Academy for developing a climate where students feel strong support from their teachers, and feel that their teachers take a keen interest in both the learning process and the students' personal growth.
- The Visiting Team commends the educational leadership of Moonridge Academy for its strong attempts at creating a viable individualized academic program for every student, thus fostering individual student growth.
- The Visiting Team commends Moonridge owners for employing teachers and administrator(s) who are committed to and enthusiastic about the overall academic program at Moonridge.
- The Visiting Team commends Moonridge Academy for having a strong support staff that is willing to aid the total educational program.
- The Visiting Team commends Moonridge Academy for providing a clean, safe, and pleasing environment for the residents, and commends the owners for their future commitment to greatly improving the educational environment (which currently is inadequate).
- The Visiting Team commends the educators for a well operated study period, where students are on task and benefiting from individualized tutor support services.

Recommendations:

- The Visiting Team recommends that the ownership of Moonridge Academy make the construction of a fully operational educational physical plant a top priority in future funding goals. The facility should contain space for a library/study facility, a classroom for each teacher (where possible), special education space, and a science lab, and should facilitate the integration of technology into the curriculum as much as possible.
- The Visiting Team recommends that the library/study facility mentioned above contain teacher supplemental materials and a broad student leisure reading collection including fiction, nonfiction, reference books, periodicals, etc. Computers should also be included in the library.
- The Visiting Team recommends that Moonridge Academy investigate offering the core subjects for a minimum of four hours a week in order to meet minimal mandated seat time.

- The Visiting Team recommends that the Moonridge Academy owners realign the administrative lines of authority so that the Moonridge Academy Education Director reports directly to the CERTS Education Director, who is a highly qualified and competent educational leader. This will ensure a more significant and meaningful focus on the educational component of the Moonridge Academy operation.
- The Visiting Team recommends that all non-certificated personnel be fully licensed and endorsed with the Utah State Office of Education, and be recorded on the state's CACTUS system.